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ABSTRACT

This document presents in graphic form a system of interaction analysis, in which methods are presented for the teacher to study his teaching behavior in terms of the behavioral objectives he has established for himself. A summary of categories of interaction analysis is provided, which are labeled as indirect and direct influence. The former includes a teacher's acceptance of feelings, teacher's praise or encouragement, acceptance or use of students' ideas, and teacher's use of questions. The latter involves lectures, teacher's use of directions, criticism or justification of teacher authority, student-talk (response and initiation), and silence or confusion. Charts for plotting classroom interaction with examples used to illustrate student talk following teacher talk and teacher talk consisting of lectures are provided. Among areas identified to differentiate types of teacher response are: indirect teacher talk, direct teacher talk, student talk, silence or confusion, acceptance of feelings, offering praise, using student ideas, giving criticism, lengthy student responses, and teacher responding to termination of student talk with direct influence. That there is no single standard of what is best in assessing interaction is stressed. (Author/AM)

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# FLANDER'S SYSTEM OF INTERACTION ANALYSIS

WHAT IS IT?

METHODS FOR TEACHER TO STUDY HIS TEACHING BEHAVIOR IN TERMS OF THE BEHAVIORAL OBJECTIVES HE HAS ESTABLISHED FOR HIMSELF.

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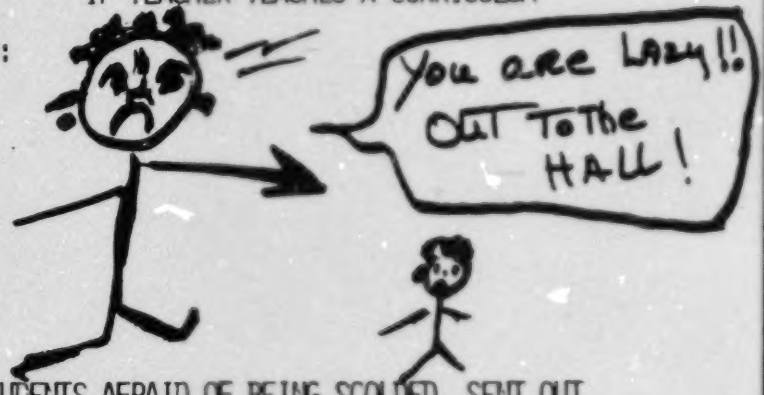
WHY USE IT?

TEACHER MAY FEEL HE NEEDS TO CHANGE HIS BEHAVIOR IN THE CLASSROOM.

FOR EXAMPLE:

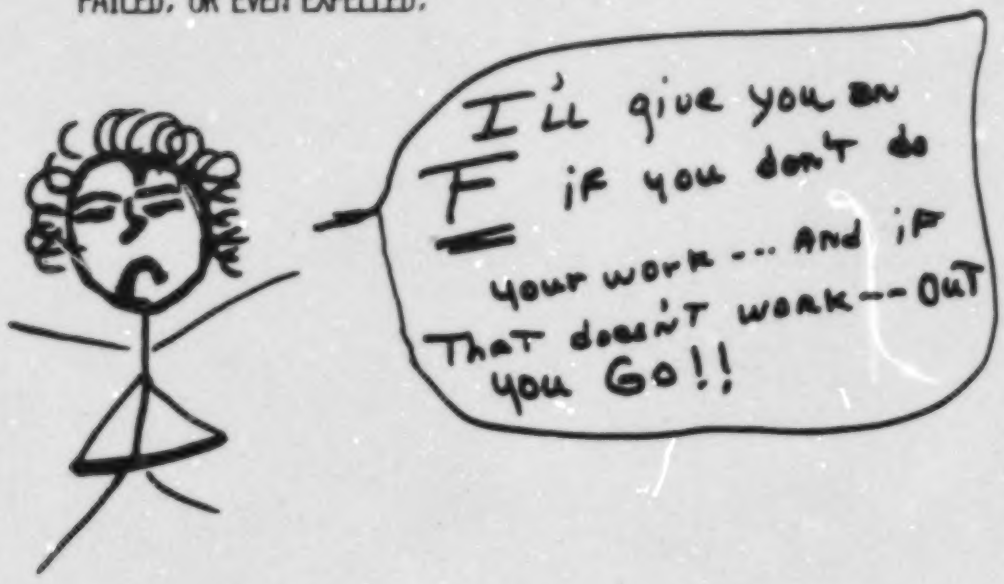
IF TEACHER TEACHES A CURRICULUM GEARED TO:




KEEPING STUDENTS AFRAID OF BEING SCOLDED, SENT OUT OF CLASS,

MEMORIZING FACTS,

FAILED, OR EVEN EXPELLED.




DIRECT APPROACH

NEW APPROACH NEEDED

# LEARN

TEN CATEGORIES THAT CONTAIN THE VERBAL BEHAVIORS OF THE CLASSROOM.

1. ACCEPTS FEELINGS
2. PRAISES OR ENCOURAGES
3. ACCEPTS OR USES IDEAS OF STUDENTS
4. ASKS QUESTIONS
5. LECTURE
6. GIVES DIRECTIONS
7. CRITICIZES OR JUSTIFIES TEACHER AUTHORITY.
8. STUDENT TALK RESPONSE
9. STUDENT TALK: INITIATION
10. SILENCE OR CONFUSION

INDIRECT

1. Accepting feelings
2. Praising or encouraging
3. Accepting ideas
4. Asking questions

DIRECT

5. Lecturing
6. Giving directions
7. Criticizing or justifying authority

Summary of Categories Interaction Analysis

Indirect Influence:

1. Accepts feelings: Accepts and clarifies the feeling tone of the students in non-threatening manner. Negative or positive feelings; predicting and recalling feelings.
2. Praises or encourages: Praises or encourages student behavior. Accepts jokes that release tension, says "yes" or "Go on."
3. Accepts or uses ideas of students: Clarifies, builds, or accepts ideas given by students. (If teacher shifts to his own idea, shift to category five.)
4. Asks questions: Asking a question about content or procedure with intent that student will answer.

Direct Influence:

5. Lecture: Lecturing about content of course; expressing personal ideas, asking rhetorical questions.
6. Gives directions: Directions, commands, or assignments with which a student is expected to comply.
7. Criticizes or justifies teacher authority: Trying to change student behavior to an acceptable pattern; bowling someone out; rationalizing teacher's behavior.
8. Student-talk: Response: Talk by students in response to teacher. Teacher initiates contact and solicits response.
9. Student-talk: Initiation: Talk initiated by student.

When called upon, if student "wanted to talk," use this category.

10. Silence or confusion: Pauses, short periods of silence. Periods of confusion which prevent understanding communication in the room.

# RECORDING

1. ONE NUMBER EVERY THREE SECONDS

10
6
1
3
3
4
8
8
8
7
5
3
8
8
8

OBSERVE FOR 20 MINUTES

TOTAL OF ABOUT 400 TALLIES

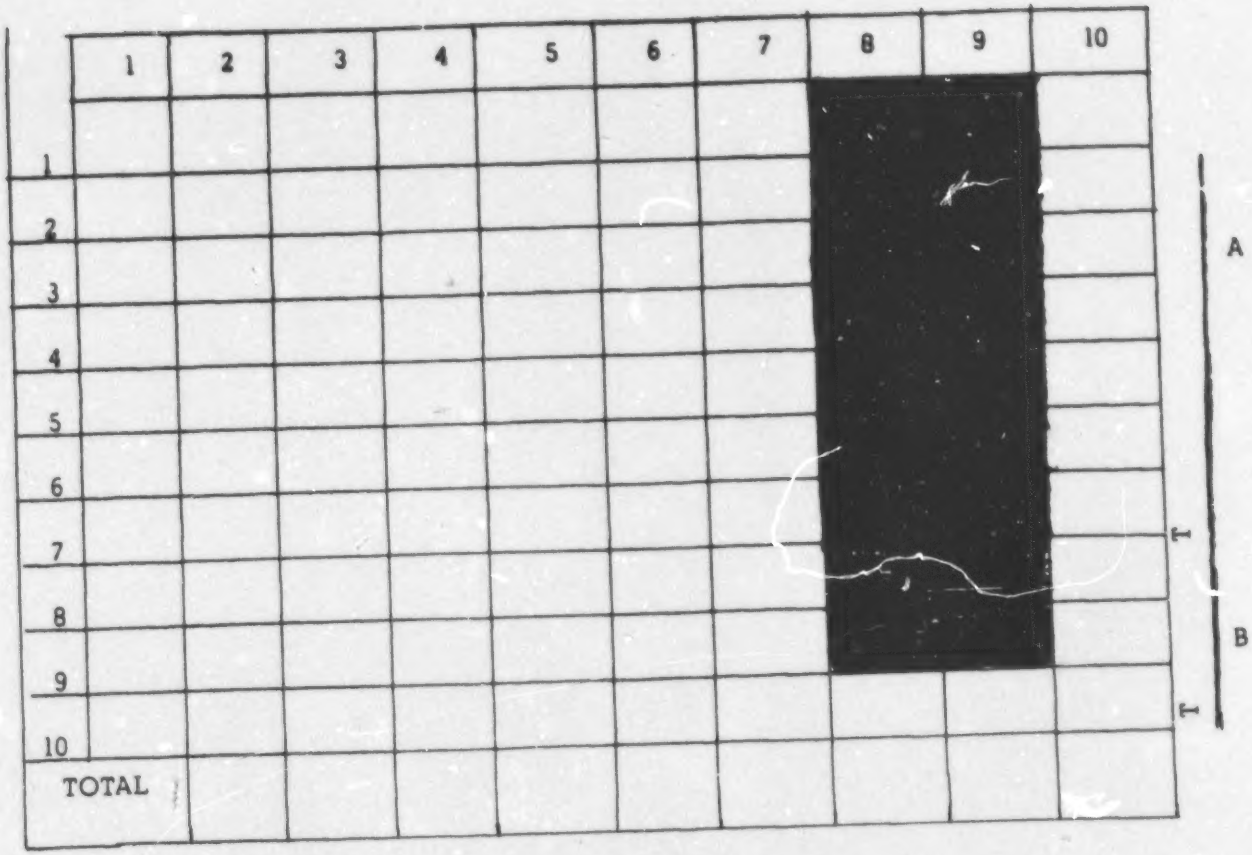
## PLOTTING OF CLASSROOM INTERATION

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | |
| 2 | | | ! | | | | | | | |
| 3 | | | 111 | 1 | | | | 1 | | |
| 4 | | | | | | | | 1 | | |
| 5 | | | 1 | | 1 | | | | | |
| 6 | 1 | | | | | | | | | |
| 7 | | | | | 1 | | | | | |
| 8 | | | | | | | 1 | 1111 | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | 1 | | | | |

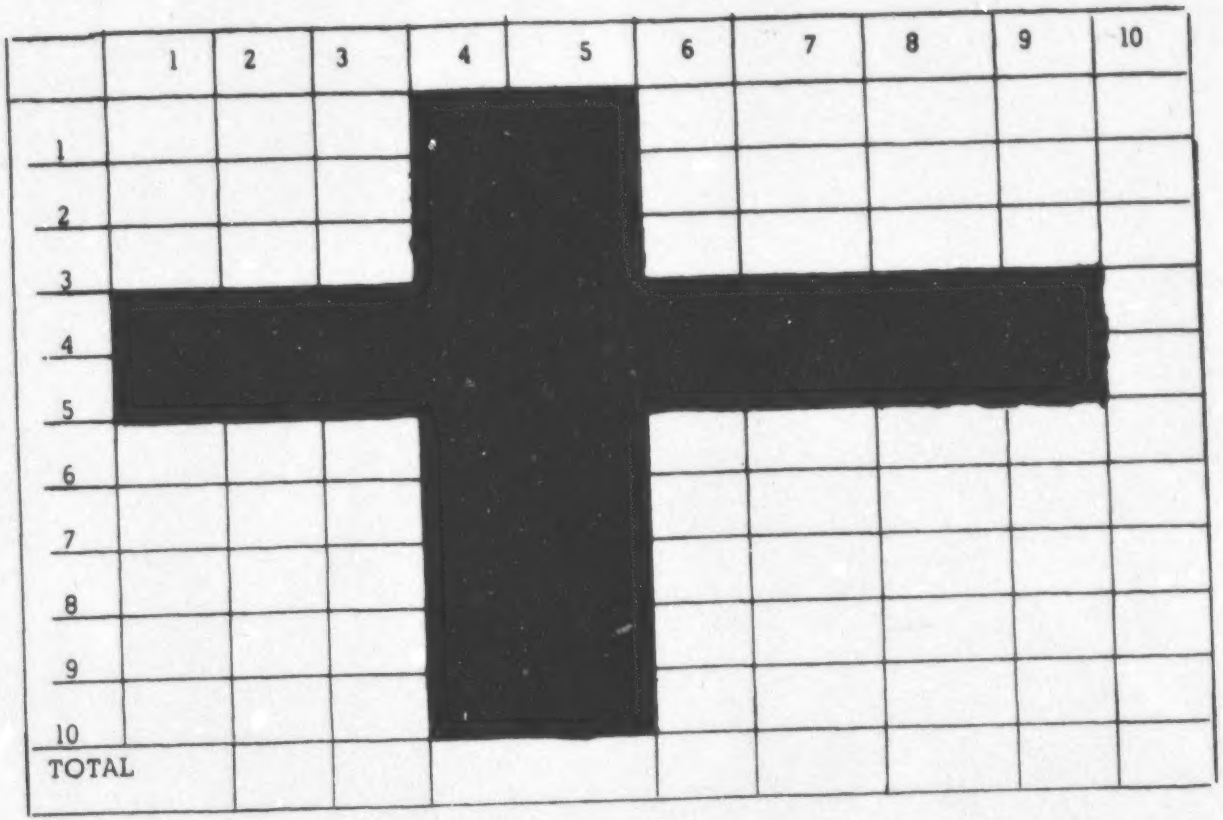
10, 6, 1, 3, 3, 4, 8, 8, 8, 7, 5, 5, 3, 3, 8, 8, 8

10-6, 6-1, 1-3, 3-3, 3-4, 4-8, 8-8, 8-8,

8-7, 7-5, 5-5, 5-3, 3-3, 3-8, 8-8, 8-8.




Student talk following teacher talk. Area A, Rows 1-7 indicate the teacher's statements tend to stimulate student talk. This suggests students are getting involved in classroom interaction. Area B, Rows 8-9, represent student talk which may be prolonged discourse by one student or conversation sustained by several students.



| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| TOTAL | | | | | | | | | | |

Numbers 4 and 5 represent teacher talk consisting primarily of lecture; statements of personal opinion; ideas and information; and teacher originated questions about textbook content that has been presented.

| CATEGORY | Classification | Category | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Accepts Feelings | | 1 | AREA E 4 | | | | | | | AREA I 2 | | | 1 |
| Praise | | 2 | | | | | | | | | | | 0 |
| Student Idea | | 3 | | | | | | | | | | | 5 |
| Asks Questions | | 4 | | | | AREA F 5 | | | | | | | 1 |
| Lectures | | 5 | | | | | | | | | | | 2 |
| Gives Directions | | 6 | | | | | | | | | | | 1 |
| Criticism | | 7 | | | | | | | | | | | 6 |
| Student Response | | 8 | AREA G 0 | | | AREA H 1 | | | | AREA J 4 | | | 0 |
| Student Initiation | | 9 | | | | | | | | | | | |
| Silence | | 10 | | | | | | | | | | | 1 |
| | | Total | AREA A 6 Indirect teacher talk | | | AREA B 4 Direct teacher talk | | | AREA C 7 Student talk | | | AREA D 0 Silence | |

Areas Differentiating Types of Teacher Response

**Area A:** Indirect teacher talk

**Area B:** Direct teacher talk

**Area C:** Student talk

**Area D:** Silence or confusion

**Area E.** Acceptance of feelings, offering praise, using student ideas.

**Area J:** Giving criticism or offering self-justification. May suggest problems in classroom discipline or resistance on the part of the students.

**Area G:** Teacher responding to termination of student talk with indirect influence.

**Area H:** Teacher responding to termination of student talk with direct influence.

**Area I:** Pictures the types of teacher's statements that stimulate student participation. High tallies in 8-4; 4-8 cells, indicate question -answer emphasis by teacher.

**Area J:** Area J indicates (1) lengthy student responses or (2) student-to-student conversation.

| | Mexican-American Spanish | Anglo | Black | Other | Class | Total |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |

Important:

There is no single standard of what is "best" in assessing interaction. The "best" lesson is the one that fits the objectives of a particular lesson.

After the behaviors have been plotted and the area of concentration is evident, one can determine a predominance of teacher talk, indirect teacher influence, direct teacher influence, student talk in response to teacher questions or student talk in which students are discussing points with each other. The only person who can really decide whether the plotted behavior is desirable or undesirable is the teacher himself, interpreting the behavior in terms of the purpose which he had set for himself in planning the lesson.